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| Age/Grade | An Inquiry into: |
| Who we are | Where we are in place and time | How we express ourselves | How the world works | How we organize ourselves | Sharing the planet |
|  | *An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human* | *An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.* | *Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.* | *Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment* | *Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.* | *Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.* |
| **Ages 4-5****Preschool** | **Central Idea: Friendships help people grow and learn.****Key Concepts: form, function, connection****Related Concepts: similarities/differences, relationships****Lines of inquiry:*** Why friendships are important
* What makes a friendship
* Creating healthy friendships
 |  | **Central Idea: Words and play help to communicate.****Key Concepts: perspective, responsibility****Related Concepts: behavior, opinions, citizenship****Lines of Inquiry:*** Ways to communicate
* Verbal and non-verbal communication
* Ways to play in a variety of settings
 | **Central Idea: Seasons can impact daily life.****Key Concepts: change, causation****Related Concepts: cycles, patterns****Lines of Inquiry:*** Daily activities and routines
* How the environment changes with seasons
* Climate and location
 | **Central Idea: People plan and organize to help them learn and grow.****Key Concepts: responsibility, function****Related Concepts: choice, interaction****Lines of Inquiry:*** Ways to organize
* Different activities within a day
* How to plan an event
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| **Ages 4-5Young 5’s** | **Central Idea: People work together to form a school community.****Key Concepts: form, function, responsibility** **Related Concepts: organization, community****Lines of Inquiry:*** **Building a learning community**
* **Roles and responsibilities of people in school**
* **School as a community**
 |  | **Central Idea: Authors and illustrators express ideas in many ways.** **Key Concepts: form, connection, reflection** **Related Concepts: communication, expression, organization****Lines of Inquiry:*** Exploration of fiction and non-fiction
* Exploration of authors
* Exploration of illustrators
 | **Central Idea: Nature helps people learn about the world.****Key Concepts: change, connection, function****Related Concepts: exploration, natural world****Lines of Inquiry:*** The five senses
* Ways to explore in nature
* Responsibilities in nature
 |  | **Central Idea: Humans interact with the environment in ways that are helpful and harmful.** **Key Concepts: causation, responsibility, reflection** **Related Concepts: conservation, environment****Lines of Inquiry:*** How trash affects the environment
* Reduce, reuse and recycle
* Ways to conserve water
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| **Ages 5-6Kindergarten** | **Central Idea: People live balanced and healthy lives.****Key Concepts: form, function, responsibility** **Related Concepts: relationships, balance****Lines of Inquiry:*** Structure and function of the human body
* Making healthy choices
* How to live a balanced life
 |  | **Central Idea: People creatively express themselves in a variety of ways.****Key Concepts: perspective, form, connection** **Related Concepts: creativity, relationships****Lines of Inquiry:*** The art of storytelling
* The relationship between stories and illustrations
* The arts
 | **Central Idea: Forces impact daily lives.****Key Concepts: form, function, causation** **Related Concepts: structure, impact****Lines of Inquiry:*** Pushes and pulls
* Effects of gravity
* Everyday forces in the real world
 |  | **Central Idea: Living things are interconnected.****Key Concepts: connection, causation, change** **Related Concepts: interaction, environment, relationships****Lines of Inquiry:*** Types of environments
* Needs of and relationships between living things
* The impact of humans on the environment
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| **Ages 6-71st Grade** | **Central Idea: Families are groups that communicate and understand each other’s needs.****Key Concepts: function, form**, responsibility **Related Concepts: relationships, needs, structures****Lines of Inquiry:*** Roles and responsibilities in a family
* Different family structures
* How families work to support each other’s needs
 | **Central Idea: Cultures, celebrations, customs and traditions define who we are.** **Key Concepts: connection, perspective**  **Related Concepts: diversity, traditions****Lines of Inquiry:*** What is a tradition/custom/celebration
* Family traditions
* Similarities and differences of other traditions, customs, and celebrations
 | **Central Idea: Every story has elements that enhance understanding.****Key Concepts: connection, perspective, function** **Related Concepts: genre, communication****Lines of Inquiry:*** Similarities and differences of stories
* Different versions of similar stories
* Elements of stories
 | **Central Idea: Living organisms have special structures and behave in certain ways to help them survive.****Key Concepts: function, causation, responsibility** **Related Concepts: life, adaptations, patterns****Lines of Inquiry:*** Needs of living things for survival
* Characteristics and adaptations of living things
* Using data to make predictions
 | **Central Idea: Cooperation is essential in achieving goals.****Key Concepts: responsibility, causation** **Related Concepts: communication, cooperation****Lines of Inquiry:*** What makes a responsible member of a team
* How actions affect others
* Relationship between cooperation and goals
 | **Central Idea: Individuals make contributions that may lead to change****Key Concepts: change, connection** **Related Concepts: equality, conflict/resolution****Lines of Inquiry:*** Contributions made by individuals that impact society
* How individual actions can lead to change
* The need for change
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| **Ages 7-82nd Grade** | **Central Idea: Citizens help make a community unique.****Key Concepts: form, function****Related Concepts: citizenship, property, uses of materials****Lines of Inquiry:** * **Roles and responsibilities of community members**
* **How where we live, work, play and serve are unique to a community**
* **Decision-making**
 | **Central Idea: People, ideas and discoveries may change a community over time.****Key Concepts: perspective, function, reflection** **Related Concepts: chronology, discovery****Lines of Inquiry:*** How communities change over time
* Function of a timeline
* Individuals that contribute to a community
 | **Central Idea: People can express ideas in a variety of ways.****Key Concepts: connection, perspective** **Related Concepts: identity, communication****Lines of Inquiry:*** How to use patterns to express ideas
* Expression through poetry
* Creativity through different media
 | **Central Idea: Forces impact the changing Earth.****Key Concepts: change, causation** **Related Concepts: erosion, geography, survival****Lines of Inquiry:*** Map skills
* Features of the Earth
* Changes to the Earth’s surface
 | **Central Idea: A community is organized to meet the needs of its members.****Key Concepts: responsibility, function** **Related Concepts: government, cooperation****Lines of Inquiry:*** Kinds of communities
* How a community’s government operates
* The role of an economy in a community
 | **Central Idea: Living things depend on the environment for survival.** **Key Concepts: connection, form, function** **Related Concepts: distribution, interdependence****Lines of Inquiry:*** Structure and function of plants
* Diversity of life in different habitats
* Relationship between living things and the environment.
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| **Ages 8-93rd Grade** | **Central Idea: Communities are made up of members with different beliefs and values.****Key Concepts: function, responsibility, perspective** **Related Concepts: citizenship****Lines of Inquiry:*** Decision-making
* Structure and function of government
* Public discourse and citizen involvement
 | **Central Idea: Exploring historical evidence helps to understand the past.****Key Concepts: change, causation, connection** **Related Concepts: sources, cause, effect****Lines of Inquiry:*** How historians interpret the past
* Native people
* Early settlements
 | **Central Idea: People share creative messages through writing.****Key Concepts: perspective, form** **Related Concepts: communication, sequence****Lines of Inquiry:*** Writing as a means of expression
* Writing for an audience and a purpose
* Creative presentation
 | **Central Idea: Inquiry inspires people to investigate and discover the world.** **Key Concepts: function, connection, perspective** **Related Concepts: pattern, interdependence****Lines of Inquiry:*** Force and motion
* Cause and effect relationships
* Problem-solving strategies
 | **Central Idea: Systems guide decision making.****Key Concepts: form, function, causation** **Related Concepts: system, choices****Lines of Inquiry:*** Types of systems
* Purpose of systems
* Organization of systems
 | **Central Idea: Variations in ecosystems impact the organisms living there.** **Key Concepts: responsibility, change, causation** **Related Concepts: interaction, consequences****Lines of Inquiry:*** Impact and effect of changing environments
* Different ecosystems
* Variation of traits
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| **Ages 9-104th Grade** | **Central Idea: Citizens have rights and responsibilities in a society.****Key Concepts: responsibility, form, causation** **Related Concepts: citizenship, consequences****Lines of Inquiry:*** Rights and responsibilities of citizenship
* Structure and function of government
* Civic participation
 | **Central Idea: Movement of people impacts population.****Key Concepts: perspective, connection, function** **Related Concepts: adaptation, immigration, migration, cause/effect****Lines of Inquiry:*** Reasons for movement
* Impact of movement to or from an area
* Development and growth of an area
 | **Central Idea: People creatively process information to express ideas and feelings.** **Key Concepts: connection, perspective, form** **Related Concepts: interpretation, expression** **Lines of Inquiry:*** Ways people receive and process information
* Varying perspectives
* Different ways people share information and ideas
 | **Central Idea: Technological advancements have an impact on society and the environment.** **Key Concepts: causation, change, reflection** **Related Concepts: sequence, pattern****Lines of Inquiry:*** Input and output processes
* Advancements in technology
* Identifying and solving problems
 | **Central Idea: Economic choices impact how people live and organize themselves.** **Key Concepts: form, function, causation** **Related Concepts: economy, competition, interdependence****Lines of Inquiry:*** Production, distribution and consumption
* Goods and services
* Market, national and international economy
 | **Central Idea: Earth’s resources are affected by human and natural factors.****Key Concepts: change, responsibility, causation** **Related Concepts: interactions, patterns****Lines of Inquiry:*** Human response to natural events
* The impact of human and natural factors
* The understanding of geographic features
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| **Ages 10-115th Grade** | **Central Idea: Human values and beliefs originate from past experiences.** **Key Concepts: perspective, change, responsibility** **Related Concepts: compare and contrast, persuasion****Lines of Inquiry:*** Daily life of people
* Group perspective
* Regional differences
 | **Central Idea: Opportunity creates a desire in people to explore.****Key Concepts: perspective, causation, responsibility** **Related Concepts: discovery, resources, space****Lines of Inquiry:*** Reasons people explore
* Impact of exploration
* Tools and technology used for exploration
 | **Central Idea: People use many forms of expression to influence others and cause change.****Key Concepts: causation, form, perspective** **Related Concepts: conflict, rights****Lines of Inquiry:*** Reasons for revolution and conflict
* How events and individuals cause change
* Differing perspectives and their role in change
 | **Central Idea: Scientific advances on society and the environment impact people’s lives.** **Key Concepts: function, causation, change** **Related Concepts: structure, problem-solving, investigation****Lines of Inquiry:*** EXHIBITION PLANNER 19-20
 | **Central Idea: The formation and development of a system helps shape society.****Key Concepts: form, function, connection** **Related Concepts: interdependence, systems****Lines of Inquiry:*** Powers of government
* Core values
* Individual rights
 | **Central Idea: Communities of organisms adapt to the environment by choice and change.****Key Concepts: change, connection** **Related Concepts: migration, prehistory****Lines of Inquiry:*** Groups of early people and animals
* Impact on the environment due to human interaction
* How environmental changes affect the balance within an ecosystem
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